



North Central State College
MASTER SYLLABUS
2020-2021

- A. Academic Division: Health Sciences
- B. Discipline: Occupational Therapy Assistant
- C. Course Number and Title: OTAP1030 Process I: Developmental
- D. Course Coordinator: Cindy Cornell OTR/L
Assistant Dean: Melinda Roepke, MSN, RN

Instructor Information:

- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

- E. Credit Hours: 3
Lecture: 2 hours
Laboratory: 3 hours
- F. Prerequisites: OTAP1015, OTAP1020, OTAP1021, PSYC2010c
Co-requisite: OTAP1031m, OTAP1022m
- G. Syllabus Effective Date: Fall, 2020
- H. Textbook(s) Title:

Foundations of Pediatric Practice for the Occupational Therapy Assistant

- Authors: Wagenfeld and Kaldenberg
- Copyright Year: 2017
- Edition: 2nd
- ISBN: 9781630911249

The OTA's Guide to Documentation: Writing SOAP Notes

- Authors: Sherry Borcharding & Marie J. Morreale
- Copyright Year: 2017
- Edition: 4th
- ISBN#: 9781630912963

Quick Reference to Occupational Therapy

- Authors: Kathlyn Reed
- Copyright Year: 2014
- Edition: 3rd
- ISBN: 9781416405450

Quick Reference Dictionary for Occupational Therapy (Purchased in OTAP-1015)

- Author: Karen Jacobs and Laela Simon
- Edition: 6th
- Copyright Year: 2014
- ISBN#: 9781617116469

I. Workbook(s) and/or Lab Manual: None

J. Course Description: A review of human development from birth to adolescence in relation to occupational performance will be provided. Issues that may impact occupational performance and thus require adaptation will be discussed. Topics will include theory, evidence based practice, frames of reference, the occupational therapy process and the roles of OTA and OT in practice settings for this population will be discussed. Relationship to Curriculum Design: This course addresses the Occupational Performance, Client-Centered Practice, Health, Wellness and Quality of Life, Clinical Reasoning, and Professional and Ethical Behavior threads of the curriculum design.

K. College-Wide Learning Outcomes:

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication: Written.	
Communication: Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

ACOTE Standards (2018), Accreditation Council for Occupational Therapy Education

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/StandardsReview/guide/2018-Standards-and-Interpretive-Guide.ashx>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Analyze the role an Occupational Therapy professional has within the care of individuals from birth to adolescence and will be able to: <ol style="list-style-type: none"> a. Examine the role of an OT practitioner within family, medical and educational systems b. Examine ethical, legal and reimbursement issues specific to this area of practice ACOTE Standards: B.1.5., B.2.1., B.2.9., B.5.1., B.5.2., B.5.4	Unit tests (weeks 3, 5, final).
2. Analyze foundational knowledge about the human body and human development to an understanding of childhood development and disorders and conditions of childhood and will be able to: <ol style="list-style-type: none"> a. Identify key milestones in the normal developmental process from birth to adolescence b. Identify key occupations of this age group c. Identify major disorders and conditions of childhood and the impact of these on occupational performance d. Develop and or adapt age appropriate and culturally sensitive therapeutic activities. ACOTE Standards: B.1.1., B.1.2., B.1.3	Unit tests (weeks 5, 7, final); lab skills checks (weeks 6-8). Written Assignment (week 4)

Outcomes	Assessments – How it is met & When it is met
<p>3. Examine the basic premise and application of frames of reference, models of practice and treatment theories that are related to the treatment of infants to adolescents and will be able to:</p> <ul style="list-style-type: none"> a. Identify relevant developmental theories b. Identify relevant treatment theories such as neuro-developmental and sensory integrative theories and their application in treatment c. Develop therapeutically appropriate activities that incorporate developmental frames of reference. <p>ACOTE Standards: B.2.1., B.3.6</p>	<p>Unit test (weeks 5, 7, final); lab skill checklist (weeks 6-8).</p>
<p>4. Examine developmental assessments utilized within current OT practice and will be able to:</p> <ul style="list-style-type: none"> a. Identify OTA specific assessment tools utilized in the provision of care for this population b. Take part in the completion of an occupational profile or history and standardized assessments specific to this population. <p>ACOTE Standards: B.1.4., B.4.4., B.4.5., B.4.24., B.4.26., B.4.29</p>	<p>Unit tests (weeks 9, final); lab skill checklist (weeks 8-9).</p>

Outcomes	Assessments – How it is met & When it is met
<p>5. Examine the OTA's role in the treatment process of this population and will be able to:</p> <ol style="list-style-type: none"> a. Develop a treatment plan/goals that are client centered b. Assess the effectiveness of treatment activities and adapt or modify the activity c. Develop intervention strategies to enhance performance of ADL's and IADL's d. Examine the impact of positioning in the performance of occupations e. Analyze problems related to feeding and self-feeding and the role of the OTA in the development and implementation of a feeding program f. Identify common visual and visual perceptual disorders of childhood and describe or develop intervention strategies to address occupational performance issues related to these issues g. Examine the roll of hand skill development as it relates to the development of cognition, language, postural control, visual motor control and sensory function and develop intervention strategies to address occupational performance issues related to dysfunction. h. Examine the developmental progression of fine motor control and its impact on occupational performance and develop intervention strategies to address limitations on the performance of occupations. i. Examine the purpose and role of assistive technology in the treatment of children with disabilities. j. Identify the role of and the type of splinting used within the therapeutic care of this population k. Simulate the process of intervention that facilitates occupational performance and participation under the supervision of and in cooperation with the occupational therapist that is culturally relevant, reflective of current OT practice, and based on available evidence: Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions. <p>ACOTE Standards: B.3.6., B.3.7., B.2.1. B.4.3., B.4.0., B.4.10., B.4.21., B.4.9., B.4.1., B.4.18., B.4.11., B.4.13., B.4.16., B.4.26., B.4.27., B.4.20., B.4.22., B.4.29., B.4.6.,</p>	<p>Unit tests (final); lab activities and worksheets, written assignment at end of course.</p> <p>Lab skills checks and Treatment competency testing – (weeks 14-16).</p>

M. Topical Timeline (Subject to Change):

Lecture:

1. Introduction
 - a. Course expectations
 - b. Professional writing
 - c. Professional behavior
 - d. Occupational therapy process
 - e. History of occupational therapy and pediatrics
2. Frames of reference review
3. Legal and ethical issues
4. Overview of developmental theory
5. The role of the family
6. Common diagnosis
7. Assessment overview

8. Occupational therapy interventions in pediatric care
 - a. Occupational performance-childhood occupations
 - b. ADL's
 - c. Oral motor control and feeding
 - d. Positioning
 - e. Neurodevelopmental theory
 - f. Sensory integration theory
 - g. Hand development
 - i. Fine motor development
 - ii. Handwriting
 - h. Splinting
 - i. Visual Perception and low vision issues
 - j. Assistive technology

Lab:

1. Introduction
 - a. Professional behavior
 - b. Safety
 - c. Working collaboratively in pediatrics
2. Understanding diagnosis
3. Developing treatment activities
4. OTA assessments
5. Treatment process
 - a. ADL
 - b. Oral motor function and feeding
 - c. Positioning
 - d. Neurodevelopmental theory
 - e. Sensory integration
 - f. Splinting

N. Course Assignments:

1. Lab skill performance checks
2. Device fabrication
3. Unit tests
4. Treatment Competency
5. Written Assignments

O. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93-100	A	4.00	Superior
90-92	A-	3.67	Superior
87-89	B+	3.33	Above Average
83-86	B	3.00	Above Average
80-82	B-	2.67	Above Average
77-79	C+	2.33	Average
73-76	C	2.00	Average
70-72	C-	1.67	Below Average
67-69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Poor
00-59	F	0.00	Failure

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

Important information regarding College Procedures and Policies can be found on the [syllabus supplement](#) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>

The information can also be found Choose an item.